

Who Am I?



Today's Goals

- Validate/Motivate
- Introduce the Montana RTI Framework (DRAFT)
- Give a brief overview of RTI Pilot Project
- Provide information on future plans for RTI
- Establish that RTI is a **school-wide** process
- Answer Questions

What is RTI?

Framework that enables schools to provide support for all students and all educators.





Gardiner School

Gardiner

Population: 851

- **Principal:**
 - Ken Ballagh
- **Educ. Coop Director**
 - Verne Beffert
- **PK-6**
- **109 Students**
- **12.4% F/R Lunch**
- **Not eligible Title I**
- **RTI Coaches**
 - Schalene Darr,
3rd grade teacher
 - Kristie Pierce
School Psychologist





Jefferson Elementary Glendive

Population: 4,729

- **Principal**
 - Don Idso
- **Superintendent**
 - Jim Germann
- **K-4**
- **211 Students**
- **27.4% F/R Lunch**
- **Targeted Title 1**
- **RTI Sandy Gray Eagle, Lead SPED Director & School Psychologist**
- **RTI Coaches**
 - Tammy Milne, 4th gr teacher
 - Marcy Adams, SPED Teacher
- **RTI team members:**
 - Amy Ree, 1st gr teacher
 - Greg Hunt, Counselor
 - JoAnn Hunt, Title I Teacher



K. William Harvey Elementary Ronan

Population: 1,812

- **Principal:**
 - **Jim Gillhouse**
- **PK-5**
- **379 Students**
- **80% American Indian**
- **56.0% F/R Lunch**
- **School-wide Title 1**
- **RTI Lead**
 - **Joan Graham, SPED Director**
- **RTI Coaches**
 - **Erin Stephen, SPED teacher**
 - **Colleen Torgison, teacher**
 - **Sheila Hoback, teacher**
 - **Robyn Schock, Reading Specialist**



Roosevelt Elementary Great Falls

Population: 56,690

- **Principal**
- **Ruth Uecker**
- **SPED Director**
- **Deb Yerkes**
- **K-6**
- **349 Students**
- **46.4% F/R Lunch**
- **Schoolwide Title I**

- **RTI Coaches**
 - **Susan Rader, Intervention Specialist**
 - **Cheryl Gesvold, teacher**
- **RTI Team Members**
 - **Ryan Hart, teacher**
 - **Katy Nichols, School Psychologist**
 - **Shannon Guilfoyle, Intervention Specialist**
 - **Jackie Carlson, School Psychologist**



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The University of Montana Missoula

University Trainer/Consultants:

- Margaret Beebe-Frankenberger, Ph.D.
 - Director, School Psychology
- Greg Machek, Ph.D. NCSP
- Jason Nelson, Ph.D. NCSP
- Camille Barraclough
 - Ph.D. Graduate Student Assistant

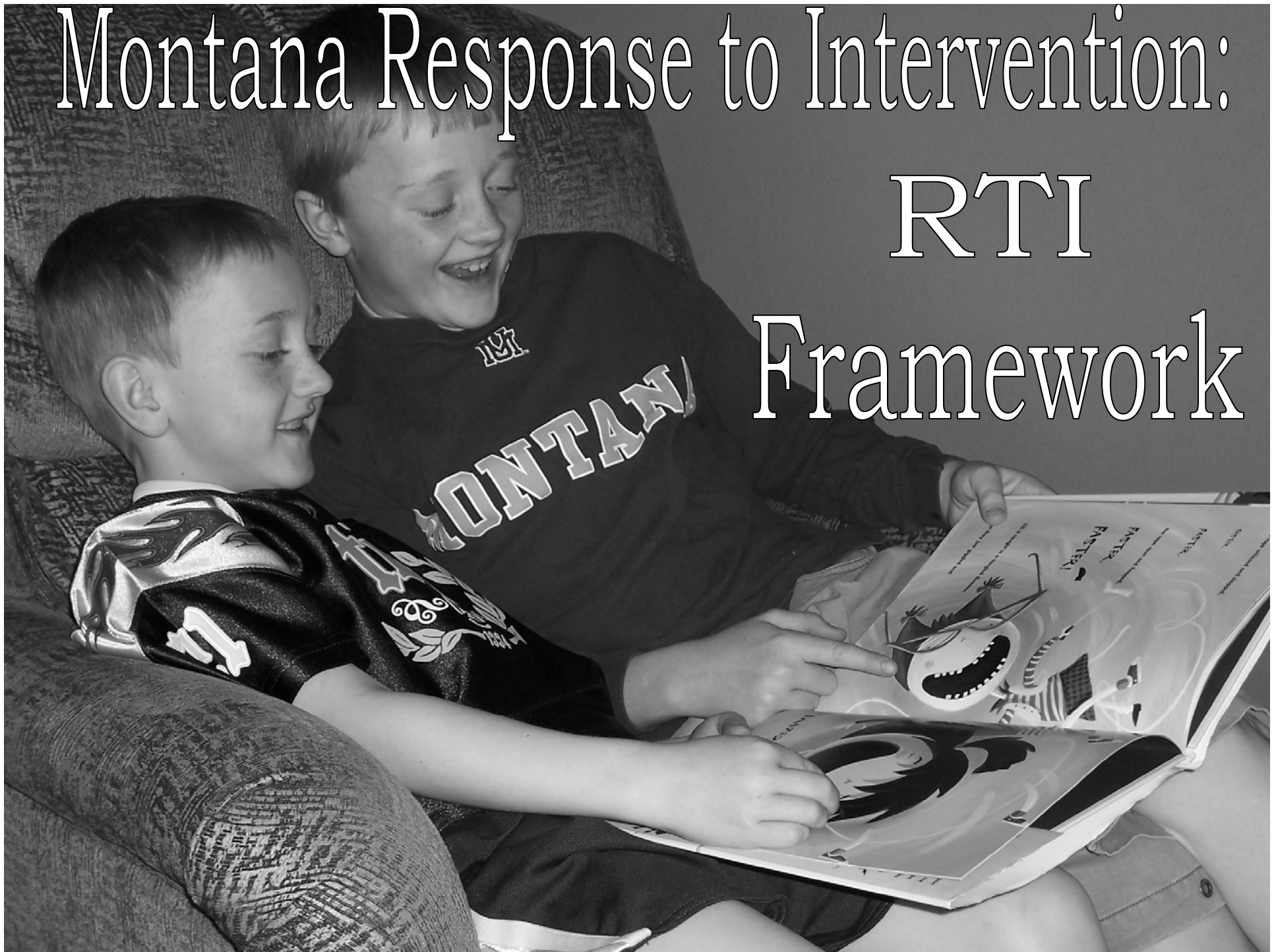
**Monte
Go Griz!**



OPI Timeline

- Montana RTI Framework Document
 - August 2008
- RTI Web-site (OPI Homepage)
 - August 2008
- Identify a Cohort of Schools to Support Beginning in 2008-2009
 - Spring 2008
- Continued Trainings through the CSPD Regions

Montana Response to Intervention: RTI Framework

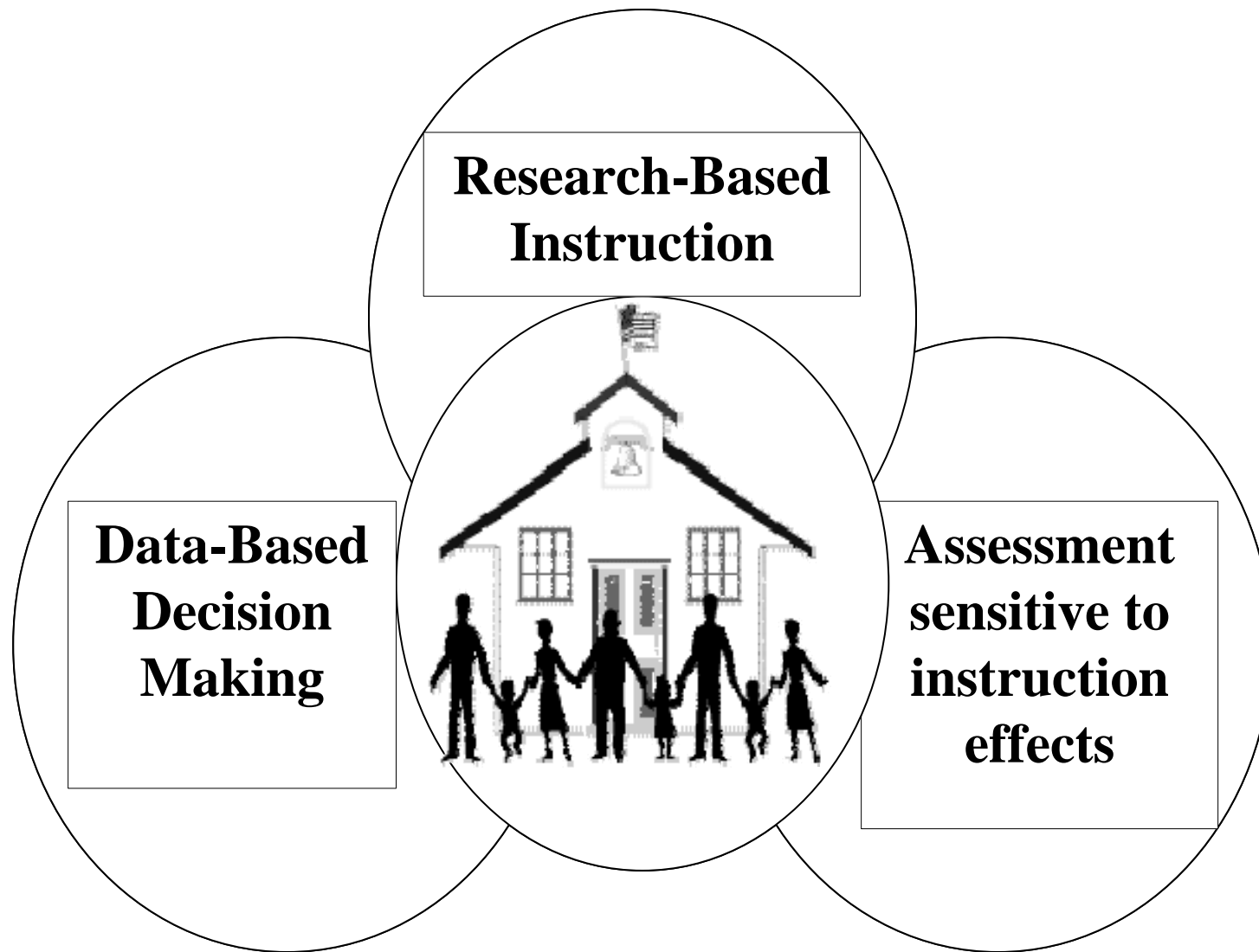


What is RTI?

Key elements based on 35 years of research from leading educators and researchers (Batsche et al., 2005 p. 3)

- Ongoing assessment of student performance
- Use of evidence-based instructional practices to provide quality instruction targeted to meet individual student needs
- Data-based decisions making





How long does it take to fully implement the RTI process?

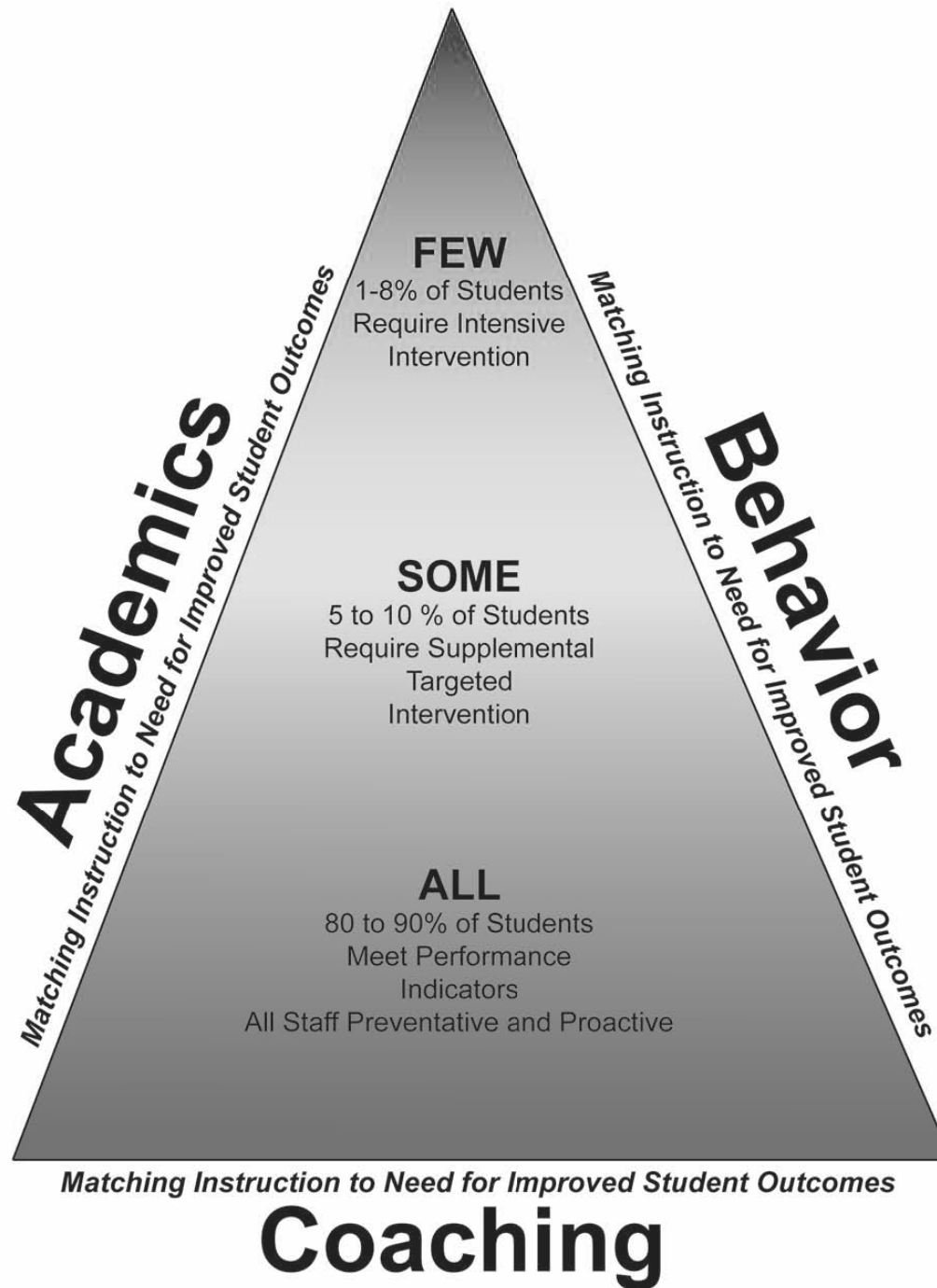
- 4-6 years (or more!)
- Full Implementation includes:
 - Policy and regulatory changes
 - Staff development
 - Development of building/district-based procedures

District Example

- Year 1
 - **Staff and community development!!!!** (consensus building and commitment)
 - Implementation of a research-based core reading program
 - School wide screening process
 - Inventory of existing supplemental and intervention programs (what do we have, what do we need to purchase)
 - Revise policy manuals
 - Informing local stakeholders

District Example

- Year 2, 3, 4, 5, 6.....
 - **Staff and Community development!!!!**
 - Continue to refine assessment and instructional practices
 - Continue building resources
 - Supplemental and intervention materials
 - Revise policy manuals further if needed
 - Use RTI Self Assessment to prioritize next steps
 - Continue to work from RTI action plan
 - Continue to inform families and community
 - Implement fidelity in process



RTI Essential Components

- Scientific research-based curriculum
- Effective scientifically research-based instruction
- Assessment of the effects of instruction
- Collaborative teaming process
- Data-based decision making process
- Fidelity of Implementation

Tiers of Instruction

Tier 1: Core Classroom Instruction

- Instruction for ALL students
- 80-90% of student population

Tier 2: Strategic Targeted Intervention Instruction

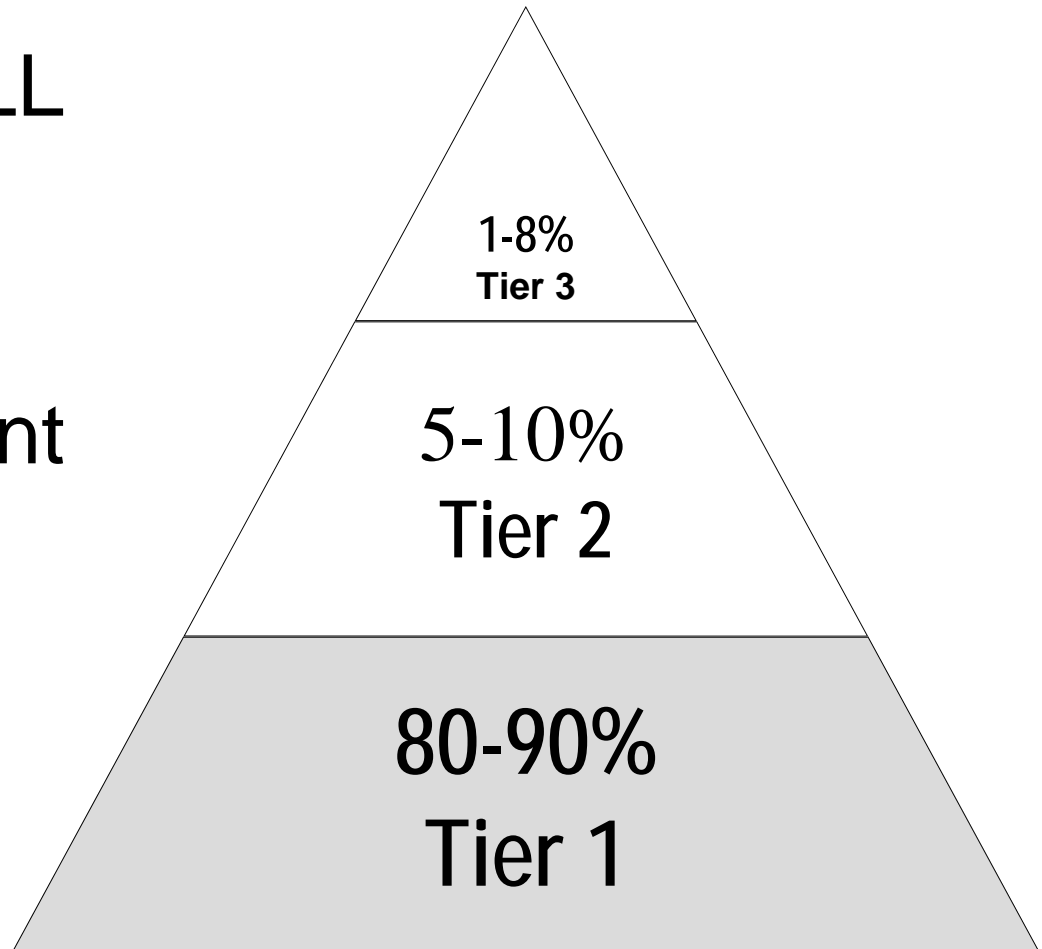
- Targeted Instruction addressing specific needs of students
- 5-10% of student population

Tier 3: Intensive Targeted Intervention Instruction

- Intensive Targeted Instruction for the most at-risk students
- 1-8 % of student population

Tier 1: Core Classroom Instruction

- Instruction for ALL students
- 80-90% of student population



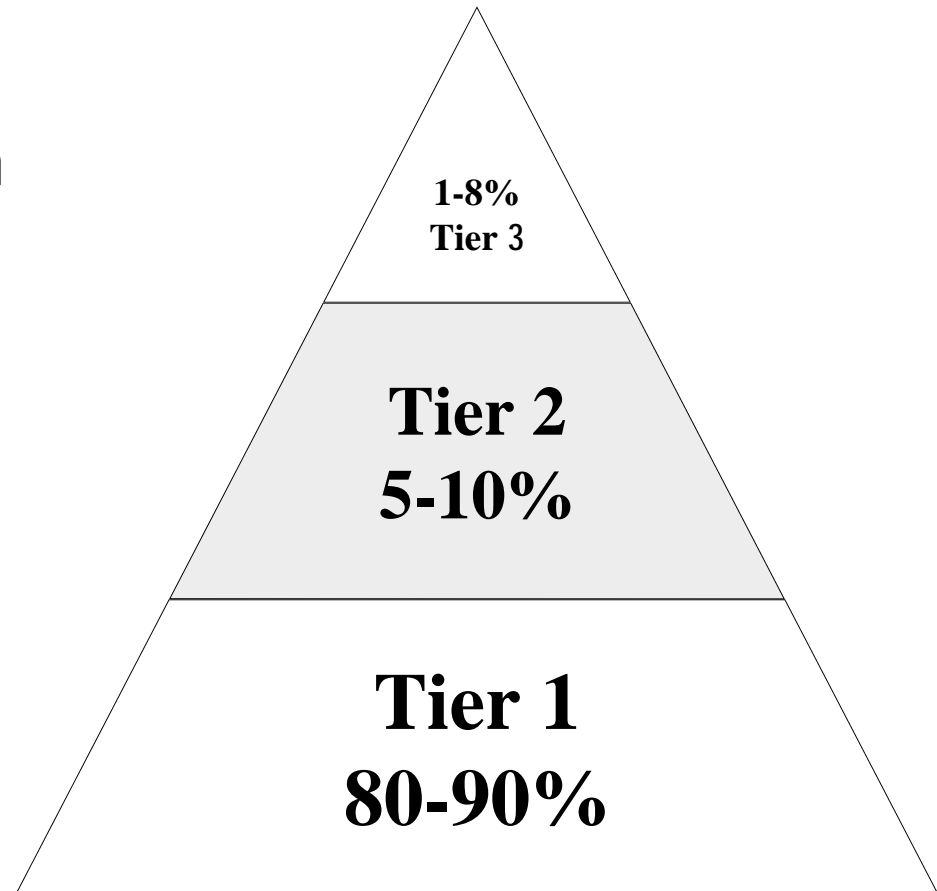
	Tier 1 Instruction
Curriculum and Materials	<ul style="list-style-type: none"> •Evidence-based core curriculum and instructional materials in core subject areas.
Instructional Organization	<ul style="list-style-type: none"> •Large group instruction of skills •Small differentiated group instruction for application of skills, re-teaching, additional practice, and/or challenge activities as determined by benchmark and progress monitoring data
Instructor	<ul style="list-style-type: none"> •Teacher (or other specialist) trained to teach programs being taught

Component	Tier 1 Instruction
Assessment	<ul style="list-style-type: none"> •Benchmark screenings (at least 3 times per year), outcome based assessments, ongoing program, and informal for <i>all</i> students •Diagnostic and progress monitoring when appropriate •Parents informed of student progress on a regular basis
Time	<ul style="list-style-type: none"> •Core instruction provided daily for <i>all</i> students: <ul style="list-style-type: none"> -Recommend K-3: 90 minutes reading instruction -Recommend 4-6: 60-90 minutes reading instruction •Applications of skills throughout the day across all content areas
Setting	<ul style="list-style-type: none"> •General education classroom
Support	<ul style="list-style-type: none"> •Home practice and support •Additional tutoring or peer-tutoring to provide practice at school •Use of trained paraprofessionals to provide practice opportunities •Encouragement of parent-school partnerships •Provision of parent training as needed •Professional development for school personnel •Ongoing verification for fidelity of implementation




Tier 2: Strategic Targeted Intervention Instruction

- Targeted Instruction addressing specific needs of students
- 5-10% of student population

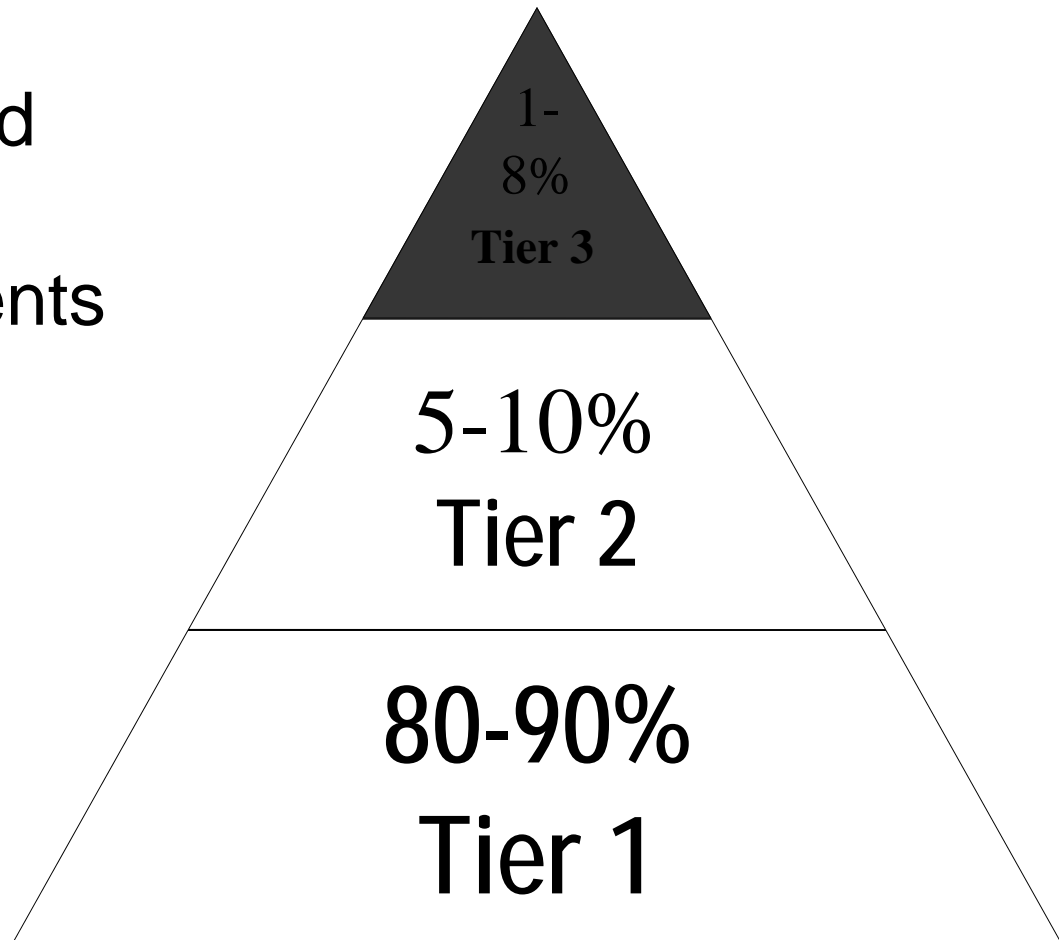


	Tier 2 Instruction
Curriculum and Materials	<ul style="list-style-type: none"> •Evidence-based core curriculum and instructional materials in core subject areas. •Evidence-based intervention materials and strategies that supplement Tier 1 instruction
Instructional Organization	<ul style="list-style-type: none"> •Homogeneous groups •Explicit instruction targeting specific skill deficits •Pre-teach and re-teach targeted skills •Opportunities for review, practice, and feedback
Instructor	<ul style="list-style-type: none"> •Teacher, reading specialist, special education teacher, ELL teacher, speech/language trained to teach programs being taught


Component	Tier 2 Instruction
Assessment	<ul style="list-style-type: none"> •Tier 1 Benchmarking plus •Diagnostic and progress monitoring •Parents informed of student progress on a regular basis
Time	<ul style="list-style-type: none"> •20 to 60 minutes daily in addition to general classroom Tier 1 instruction
Setting	<ul style="list-style-type: none"> •General education classroom <i>or</i> other appropriate setting
Support	<ul style="list-style-type: none"> •Home practice and support •Before and after-school programs •Additional tutoring or peer-tutoring to provide practice at school •Parent Training •Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction •Instructional teams such as: literacy team, math team, grade-level team, or student support team •Professional development for all school personnel •Ongoing verification for fidelity of implementation <p data-bbox="657 1425 1470 1495">  Montana Office of Public Instruction Linda McCulloch Superintendent www.opi.mt.gov </p>

Tier 3: Intensive Targeted Intervention Instruction

- Intensive Targeted Instruction for the most at-risk students
- 1-8 % of student population

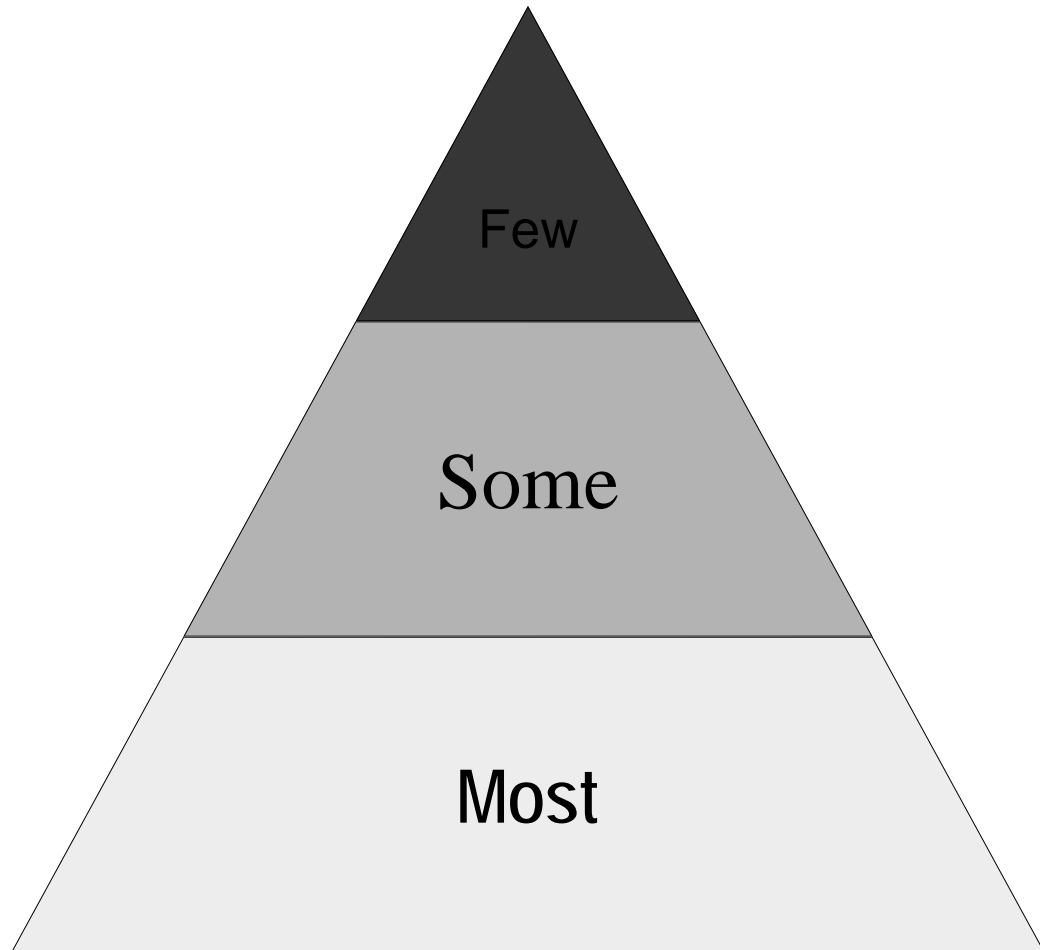


	Tier 3 Instruction
Curriculum and Materials	<ul style="list-style-type: none"> •Continue Tier 1 and possibly Tier 2 Instruction •Evidence-based intervention materials and practices that support core curricula and target skill building in core subjects •Programs and strategies emphasize skill building in areas of need as identified through diagnostic assessments. •Replacement of the core program, when appropriate
Instructional Organization	<ul style="list-style-type: none"> •Explicit instruction targeting specific skill deficits •Individual or small, homogeneous groups (2-3) •Pre-teach and re-teach targeted skills •Opportunities for review, practice, and feedback •Use of multi-sensory approaches, as appropriate
Instructor	<ul style="list-style-type: none"> •Teacher, reading specialist, special education teacher, ELL teacher, speech/language, or other specialist as identified at the local level who has received training to teach programs being taught

Component	Tier 3 Instruction
Assessment	<ul style="list-style-type: none"> •Tier 1 benchmark plus •Diagnostic and ongoing progress monitoring (e.g. bi-monthly or weekly) •Parents informed of student progress on a regular basis
Time	<ul style="list-style-type: none"> •30 to 90 minutes daily in addition to Tier 1 classroom instruction
Setting	<ul style="list-style-type: none"> •Appropriate setting within the school
Support	<ul style="list-style-type: none"> •Instructional teams such as: literacy team, math team, grade-level team, or student support team •Use of trained support personnel to provide practice opportunities •Additional tutoring or peer-tutoring to provide practice at school •Home practice and support •Parent Training •Before and after-school programs •Professional development for all school personnel •Ongoing verification for fidelity of implementation <p data-bbox="657 1430 1467 1495">  Montana Office of Public Instruction Linda McCulloch Superintendent www.opi.mt.gov </p>

In the Beginning

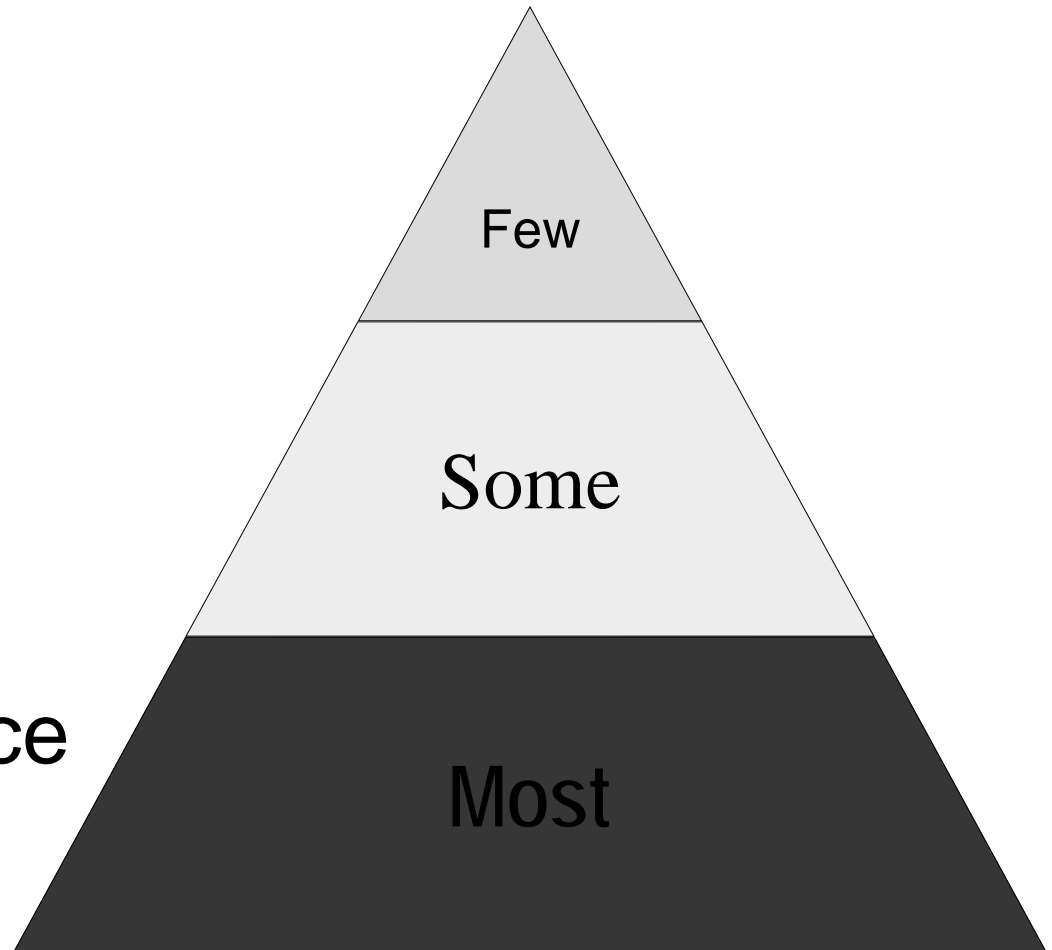
- When most students are “strategic”
- Solution: Continued refinement of practices



“What do you think some of the barriers might be in this school?”

In the Beginning

- Most are “intensive”
- RED flag!
- Major changes need to take place immediately!



“What do you think some of the barriers might be in this school?”

The School-wide RTI Decision Making Process

See Handout

What RTI *Is* and What RTI *Is Not*

RTI <i>IS</i>...	RTI <i>IS NOT</i>...
An initiative that supports general education school improvement goals	A stand alone special education initiative
Intended to help as many students as possible meet proficiency standards without special education	A means for just getting more students into special education
A method to unify general and special education in order to benefit students through greater continuity of instruction	A method for just increasing or decreasing special education numbers
Focused primarily on effective instruction to enhance student growth	Focused primarily on disability determination and documented through a checklist
Ongoing examination of academic and social growth of students and providing support as soon as it is needed	Examining weakness of individual students and doing nothing about it because they are “not low enough”



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“All educators for all students”

“ALL for ALL”

“We teach all!”

How Did we get here?

- **Change is usually triggered by a catalyst (Carnine, 1999)**
 - Increased diversity in student population
 - Global economic competitiveness
 - Educational performance = economic well-being in adulthood
- **Education policy driven by both economic and political forces**
 - REI (1986)
 - ESEA (reauth 1994)
 - NCLB (2002) and AYP
 - IDEiA (reauth 1997, 2004) and FAPE



Catalysts for Change

– Regular Education Initiative (REI; 1986)

- General and special education begin looking at shared roles and shared responsibilities
 - Fragmented approach to service delivery
 - Dual system of segregated services (GEN and SPED)
 - Stigmatizing labels

– Elementary and Secondary Education Act (ESEA; reauth 1994)

- Standards based reform at a state level
- Accountability: reporting and assessment
- State required to develop state standards, benchmarks, and assessments

Source: “Response to Intervention: New Ways of Thinking About Assessment and Intervention”,
David Tilly, August, 2005



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Catalysts for Change

– No Child Left Behind Act (NCLB; 2002)

- Hold states, school districts, and schools accountable for educating *all* children to high academic standards
 - Adequate Yearly Progress (AYP)
 - *All* students proficient in reading and math by 2014
- Greater parental and student choice in education
- Flexibility for educators and administrators
- A focus on “scientifically based research”
- Title 1 (PL 107-110) “The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

Source: “Response to Intervention: New Ways of Thinking About Assessment and Intervention”,

David Tilly, August, 2005



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Catalysts for Change

- **Individuals with Disabilities Education Act (IDEA; reauth 2004) – to ensure:**
 - *all* children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living
 - that the rights of children with disabilities and parents of such children are protected
 - assistance to States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families
 - that educators and parents have the necessary tools to improve educational results for children with disabilities
 - assessment of the effectiveness of efforts to educate children w/disab.

Source: “Response to Intervention: New Ways of Thinking About Assessment and Intervention”,
David Tilly, August, 2005

IDEA Reauthorization '97

The Individuals with Disabilities Act (IDEA) 1997

- students are no longer having to "wait to fail" before they can receive Special Education Services
- general educators and special educators are now working collaboratively to provide interventions as soon as a student's progress is not adequate.

10.16.3019(a)Criteria for Specific Learning Disability Response to Scientific, Research- Based Intervention (RTI)

Checklist

10.16.3019(a)Criteria for Specific Learning Disability Response to Scientific, Research-Based Intervention (RTI)

<http://www.opi.mt.gov/>



Special Education



Special Education Processes



Forms

- Updated January 2008 Eligibility Criteria Checklist
- 25th line
- Pages 12-14

Questions?



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